



## G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

### How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

### Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

### Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:



G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Ocean
District	Point Pleasant Beach School District
Principal Name	Mrs. Tara Weber
Address	401 Niblick Street Point Pleasant Beach, NJ 08742
Phone Number	732-899-3737
Email Address	<a href="mailto:webert@ptbeach.com">webert@ptbeach.com</a>
Website	<a href="http://www.ptbeach.com">http://www.ptbeach.com</a>
Twitter	<a href="https://twitter.com/antrimschool">https://twitter.com/antrimschool</a>



G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	12	7	19
KG	39	32	34
1	41	35	29
2	35	45	32
3	31	37	41
4	38	40	32
5	48	39	41
6	54	47	46
7	56	60	46
8	60	56	58
Total	414	398	378

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.1%	46.7%	44.7%
Male	52.9%	53.3%	55.3%
Economically Disadvantaged Students	26.6%	24.9%	20.4%
Students with Disabilities	22.7%	25.6%	25.4%
English Learners	7.2%	7.0%	5.3%
Homeless Students	0.2%	0.3%	0.5%
Students in Foster Care	1.2%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	80.7%	79.1%	77.0%
Hispanic	16.2%	15.6%	16.7%
Black or African American	0.2%	0.5%	1.1%
Asian	1.9%	2.5%	2.9%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	2.0%	2.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	12	7	19
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	39	32	34

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	85.2%
Spanish	13.8%
Other Languages	1.1%


**G. Harold Antrim Elementary School**

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

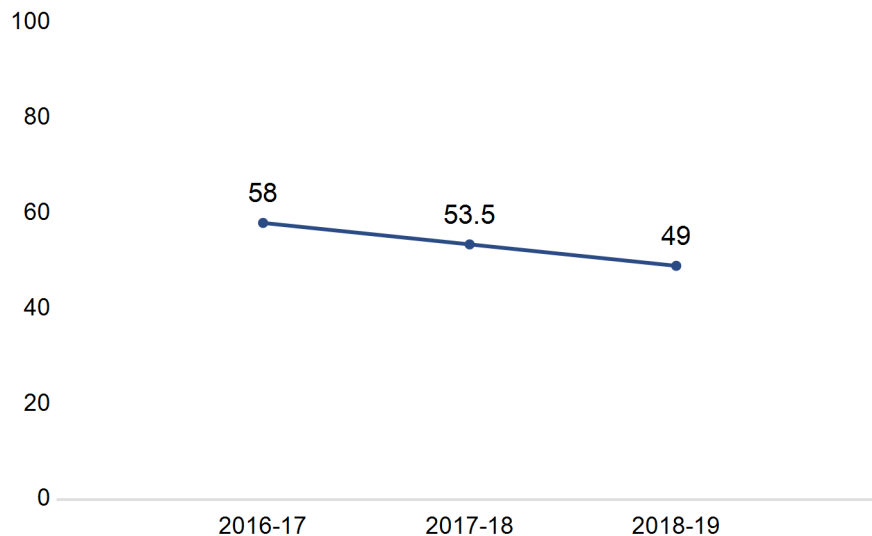
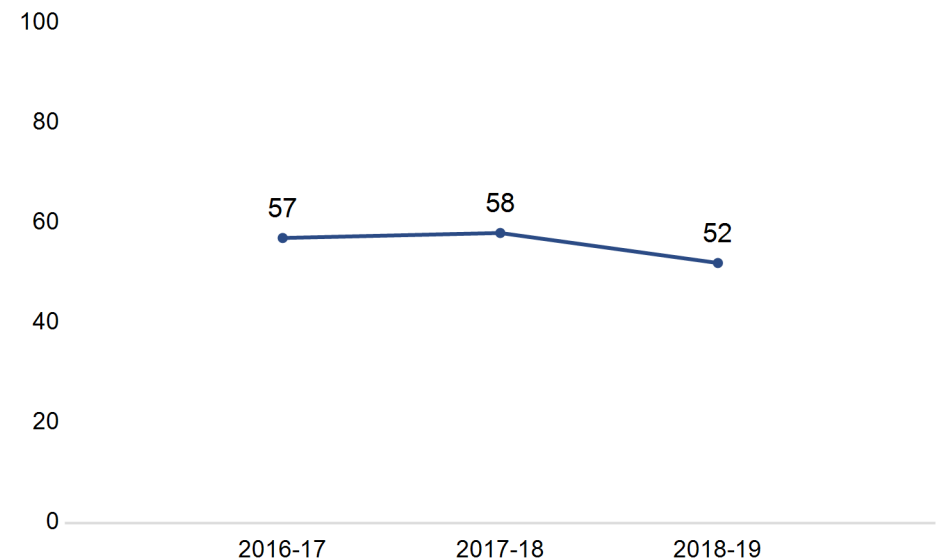
\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**

**Math Median Student Growth Percentile**


Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	53.5	49	57	58	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49	49	50	Met Standard	52	52	50	Met Standard
White	48	48	50	Met Standard	52	52	52	Met Standard
Hispanic	69	69	49	Exceeds Standard	63	63	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	54.5	54.5	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	55	55	53	N	52	52	50	N
Male	48	48	47	N	52	52	51	N
Economically Disadvantaged Students	70	70	48	Exceeds Standard	52	52	46	Met Standard
Students with Disabilities	45.5	45.5	43	Met Standard	47	47	45	Met Standard
English Learners	66	66	52	**	63.5	63.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

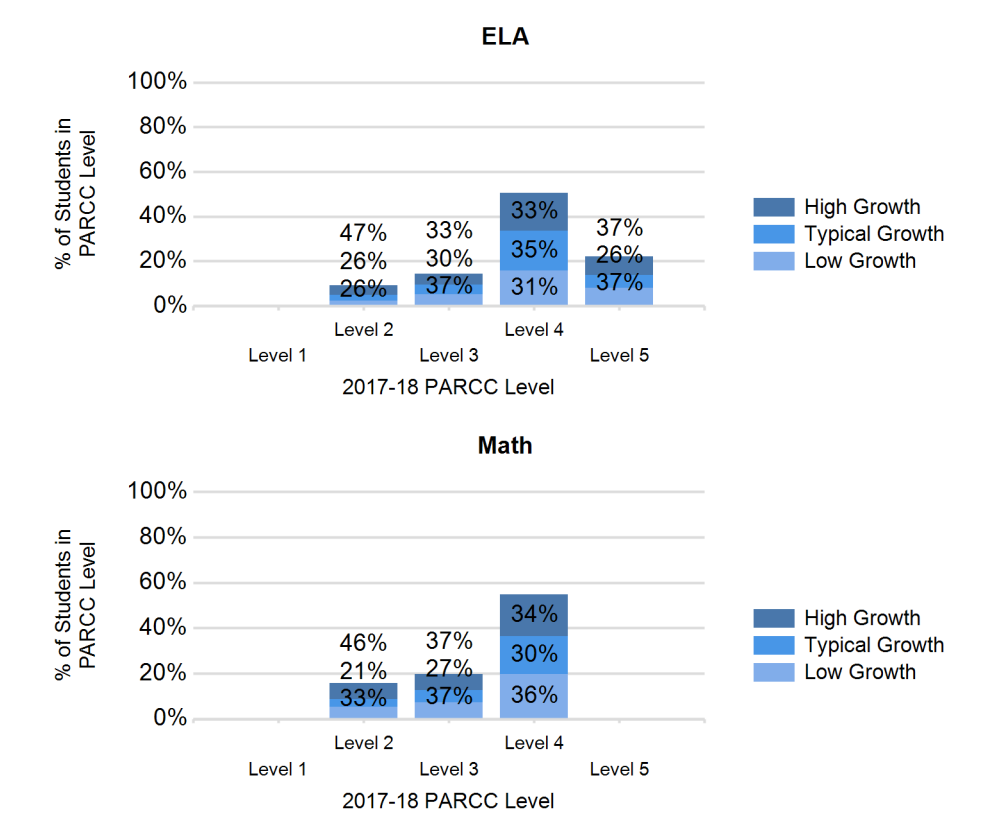
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

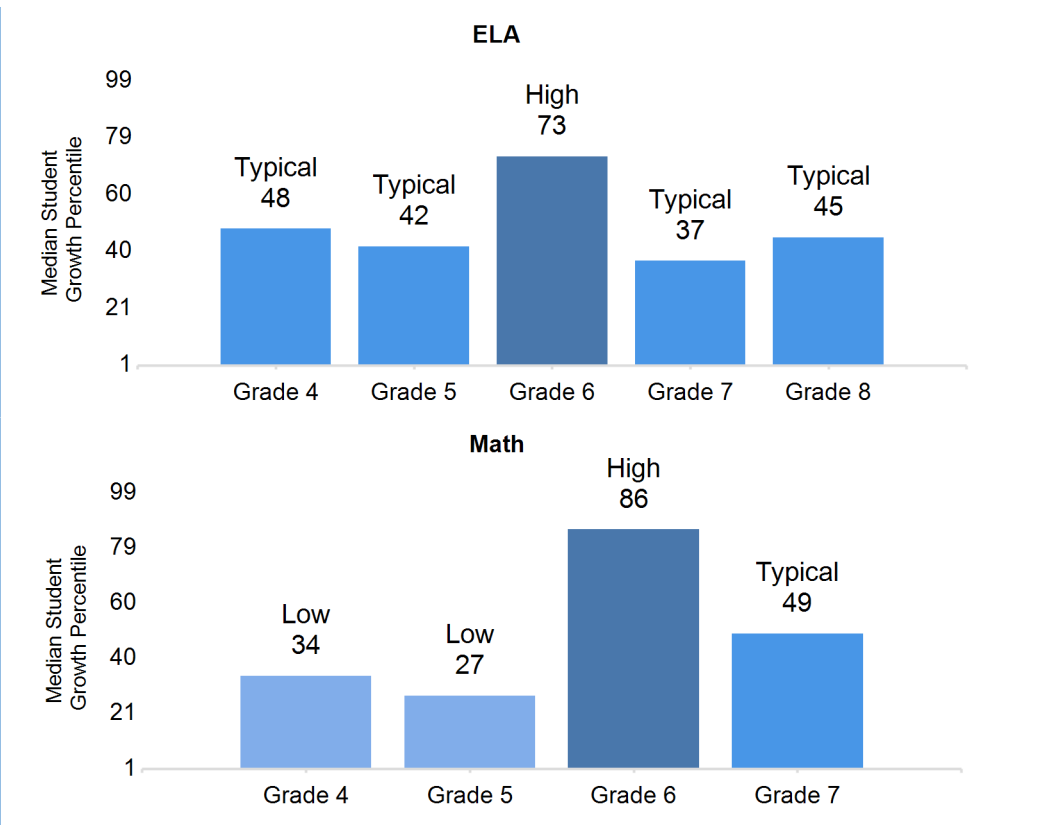
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





G. Harold Antrim Elementary School

(29-4220-060)

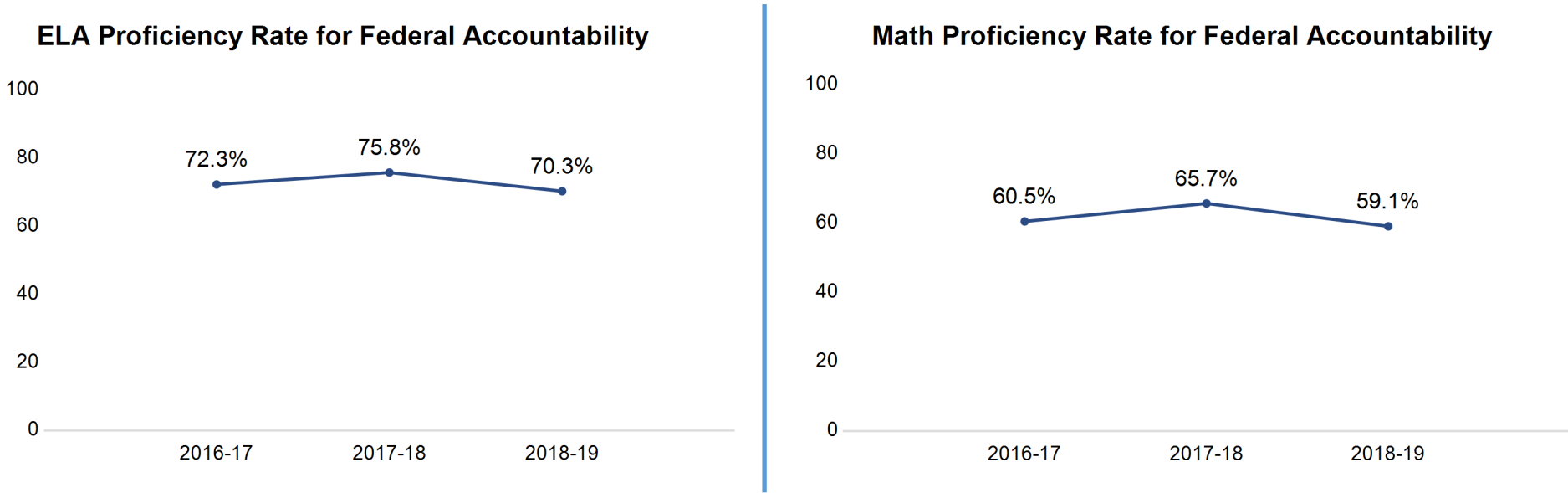
Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	96.9%	97.7%	98.0%	96.9%	98.1%
Proficiency Rate for Federal Accountability	72.3%	75.8%	70.3%	60.5%	65.7%	59.1%
Annual Target	65.6%	66.3%	67.1%	60.3%	61.4%	62.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	259	97.7	70.3	69.5	57.9	70.3	67.1	Met Target
White	212	97.2	72.6	70.4	66.9	72.6	68.9	Met Target
Hispanic	32	100.0	56.3	59.6	43.9	56.3	45.4	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	63.6	*	82.9	63.6	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	116	96.7	81.0	81.0	64.8	81.0		
Male	143	98.6	61.5	59.8	51.3	61.5		
Economically Disadvantaged Students	52	98.1	46.2	50.0	40.0	46.2	51.1	Met Target†
Non-Economically Disadvantaged Students	207	97.6	76.3	72.9	67.9	76.3		
Students with Disabilities	73	96.1	42.5	40.9	22.7	42.5	44.5	Met Target†
Students without Disabilities	186	98.4	81.2	76.8	65.1	81.2		
English Learners	25	100.0	44.0	*	29.3	44.0	N	N
Non-English Learners	234	97.5	73.1	*	60.6	73.1		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.





### G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

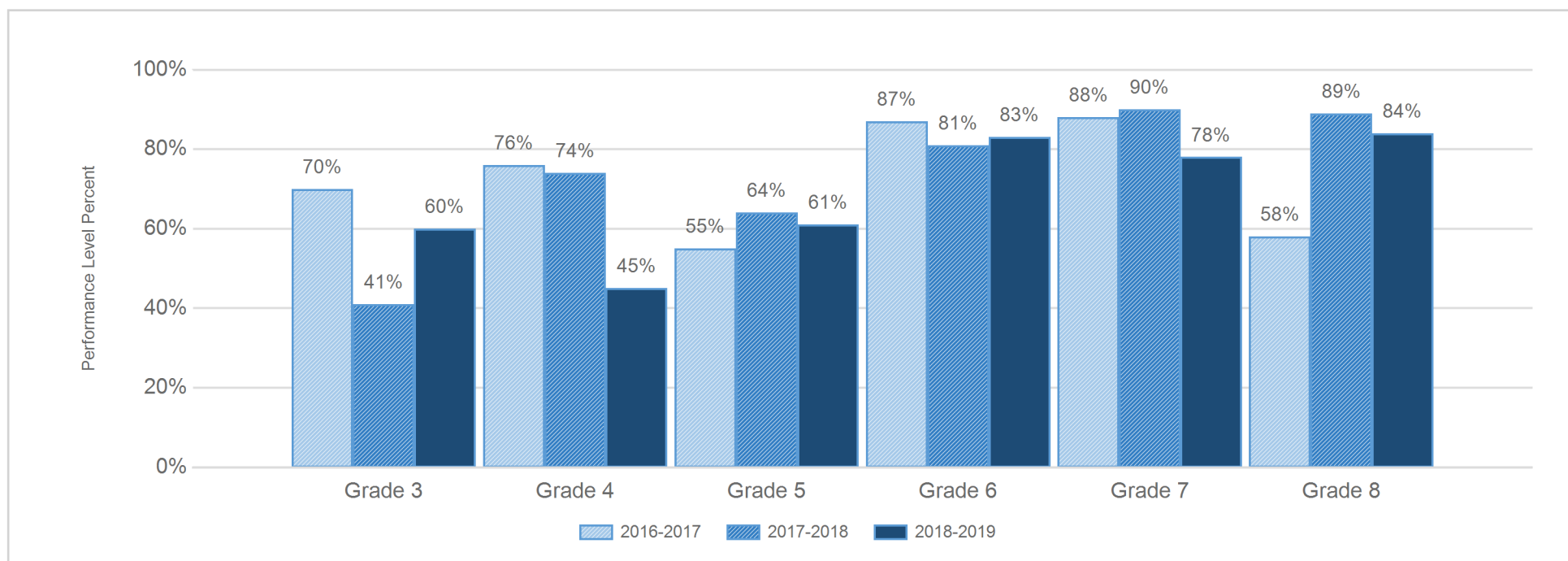
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	755	755	748	*	*	24%	*	*	60%	50%
White	30	760	760	757	*	*	*	*	*	70%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	21	765	765	753	*	*	*	*	*	76%	55%
Male	21	744	744	743	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	13	741	741	731	*	*	*	*	*	23%	33%
Non-Economically Disadvantaged Students	29	761	761	759	*	*	*	*	*	76%	61%
Students with Disabilities	10	732	732	719	*	*	*	*	*	30%	24%
Students without Disabilities	32	762	762	754	*	*	*	*	*	69%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**G. Harold Antrim Elementary School**  
 (29-4220-060)  
 Grades Offered: PK-08  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	748	748	755	*	*	*	*	*	45%	57%
White	24	750	750	763	0%	*	*	*	*	50%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	11	753	753	760	*	*	*	*	*	45%	62%
Male	20	744	744	750	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	13	730	730	725	*	*	*	*	*	23%	25%
Students without Disabilities	18	760	760	761	*	*	*	*	*	61%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
N No Data is available to display  
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	759	759	756	*	*	29%	*	*	61%	58%
White	35	760	760	764	*	*	29%	*	*	63%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	14	764	764	761	*	*	*	*	*	57%	64%
Male	27	756	756	750	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	11	755	755	724	*	*	*	*	*	64%	23%
Students without Disabilities	30	760	760	762	*	*	*	*	*	60%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	41	759	759	758	*	*	29%	*	*	61%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
N No Data is available to display  
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	775	775	754	*	*	*	51%	32%	83%	56%
White	35	776	776	762	*	*	*	51%	31%	83%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	N	N	N	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	20	781	781	762	*	*	*	*	*	90%	64%
Male	21	770	770	748	*	*	*	*	*	76%	48%
Economically Disadvantaged Students	10	747	747	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	31	785	785	763	*	*	*	*	*	94%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**G. Harold Antrim Elementary School**  
 (29-4220-060)  
 Grades Offered: PK-08  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	772	772	761	0%	*	*	49%	29%	78%	63%
White	38	772	772	769	0%	*	*	47%	29%	76%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	20	787	787	769	0%	*	*	*	*	90%	71%
Male	25	760	760	753	0%	*	*	*	*	68%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	17	748	748	720	0%	*	*	*	*	41%	22%
Students without Disabilities	28	786	786	769	0%	*	*	*	*	100%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	45	772	772	763	0%	*	*	49%	29%	78%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



**G. Harold Antrim Elementary School**  
 (29-4220-060)  
 Grades Offered: PK-08  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	793	793	762	*	*	*	28%	57%	84%	63%
White	49	794	794	770	*	*	*	27%	57%	84%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	30	808	808	771	*	*	*	*	*	97%	71%
Male	28	776	776	753	*	*	*	*	*	71%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	12	758	758	721	*	*	*	*	*	50%	22%
Students without Disabilities	46	802	802	770	*	*	*	*	*	93%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



# G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

## Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	259	98.1	59.1	54.6	44.5	59.1	62.4	Met Target†
White	212	97.7	62.7	56.5	54.1	62.7	64.4	Met Target†
Hispanic	32	100.0	34.4	35.6	28.8	34.4	41.3	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	54.5	*	76.5	54.5	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	116	96.7	68.1	60.7	44.9	68.1		
Male	143	99.3	51.7	49.4	44.2	51.7		
Economically Disadvantaged Students	52	98.1	36.5	39.4	26.3	36.5	37.5	Met Target†
Non-Economically Disadvantaged Students	207	98.1	64.7	57.3	54.9	64.7		
Students with Disabilities	73	97.3	37.0	36.4	17.4	37.0	38.4	Met Target†
Students without Disabilities	186	98.4	67.7	59.2	50.0	67.7		
English Learners	25	100.0	20.0	*	25.0	20.0	N	N
Non-English Learners	234	97.9	63.2	*	46.5	63.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



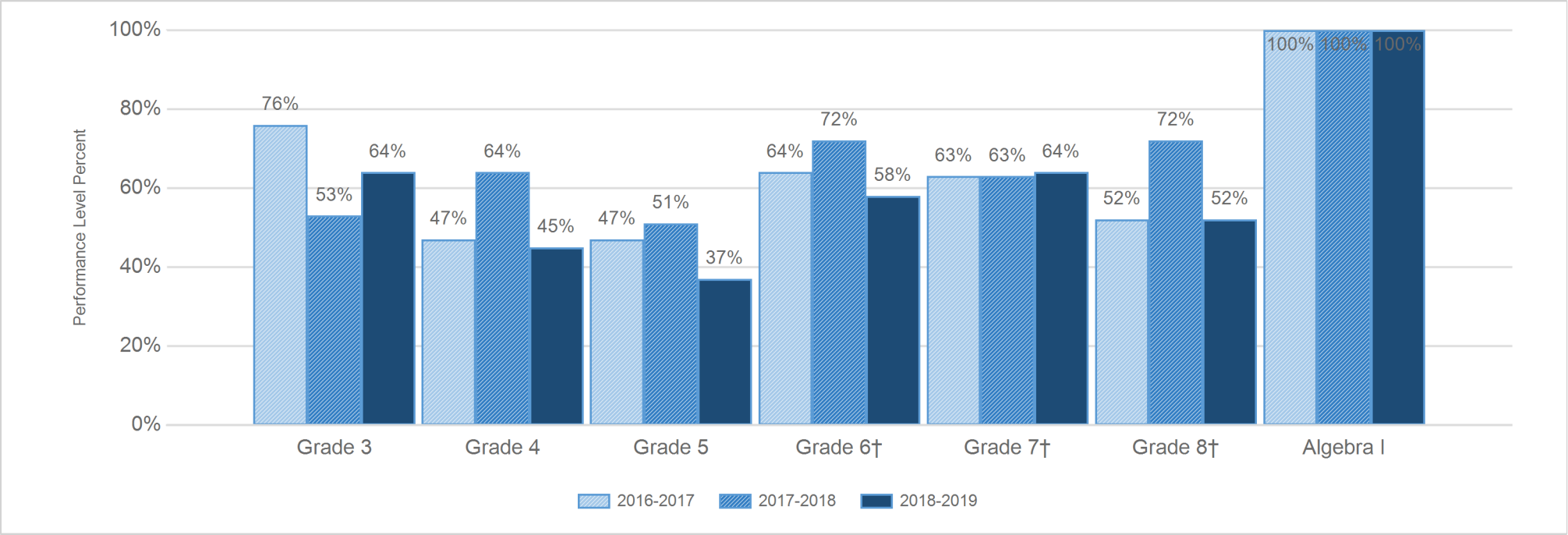


G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



**G. Harold Antrim Elementary School**  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	42	763	763	752	0%	*	26%	*	*	64%	55%
White	30	772	772	760	0%	0%	*	*	*	80%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	N	N	N	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	21	765	765	751	0%	*	*	*	*	71%	54%
Male	21	761	761	752	0%	*	*	*	*	57%	56%
Economically Disadvantaged Students	13	744	744	737	0%	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	29	771	771	761	0%	*	*	*	*	76%	67%
Students with Disabilities	10	754	754	731	0%	*	*	*	*	50%	31%
Students without Disabilities	32	766	766	756	0%	*	*	*	*	69%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**G. Harold Antrim Elementary School**  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	31	743	743	749	*	*	32%	*	*	45%	51%
White	24	745	745	757	*	*	*	*	*	50%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	11	741	741	749	*	*	*	*	*	45%	50%
Male	20	744	744	749	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	13	728	728	726	*	*	*	*	*	31%	25%
Students without Disabilities	18	754	754	754	*	*	*	*	*	56%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%


**G. Harold Antrim Elementary School**

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

**Mathematics Assessment - Performance by Grade: Grade 5**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	41	743	743	747	*	*	46%	37%	0%	37%	47%
White	35	746	746	755	*	*	46%	40%	0%	40%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	14	743	743	747	*	*	*	*	*	36%	47%
Male	27	744	744	747	*	*	*	*	*	37%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	11	742	742	725	*	*	*	*	*	45%	19%
Students without Disabilities	30	744	744	752	*	*	*	*	*	33%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	41	743	743	749	*	*	46%	37%	0%	37%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

**G. Harold Antrim Elementary School**

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

**Mathematics Assessment - Performance by Grade: Grade 6**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	43	756	756	741	*	*	26%	*	*	58%	41%
White	35	762	762	749	0%	*	*	*	*	66%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	N	N	N	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	20	763	763	742	*	*	*	*	*	65%	42%
Male	23	751	751	740	*	*	*	*	*	52%	40%
Economically Disadvantaged Students	10	730	730	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	33	764	764	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%


**G. Harold Antrim Elementary School**

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

**Mathematics Assessment - Performance by Grade: Grade 7**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	45	754	754	744	0%	*	22%	*	*	64%	42%
White	38	754	754	751	0%	*	26%	*	*	61%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	20	760	760	744	0%	*	*	*	*	80%	42%
Male	25	750	750	743	0%	*	*	*	*	52%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	17	740	740	718	0%	*	*	*	*	35%	13%
Students without Disabilities	28	763	763	749	0%	*	*	*	*	82%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	45	754	754	745	0%	*	22%	*	*	64%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%


**G. Harold Antrim Elementary School**

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

**Mathematics Assessment - Performance by Grade: Grade 8**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	31	747	747	728	*	*	39%	*	*	52%	29%
White	24	744	744	737	*	*	*	*	*	50%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	13	751	751	731	*	*	*	*	*	62%	31%
Male	18	745	745	726	*	*	*	*	*	44%	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%




**G. Harold Antrim Elementary School**

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

**Mathematics Assessment - Performance by Test: Algebra I**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	27	798	762	744	0%	0%	0%	*	*	100%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	N	N	*	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	17	796	769	745	0%	0%	0%	*	*	100%	44%
Male	10	802	756	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	744	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	765	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	27	798	*	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%





## G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	*	*
7	N	N
8	N	N

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	35.3%	**	**

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	10	90.0%	10.0%
5 or more	*	*	*



## G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

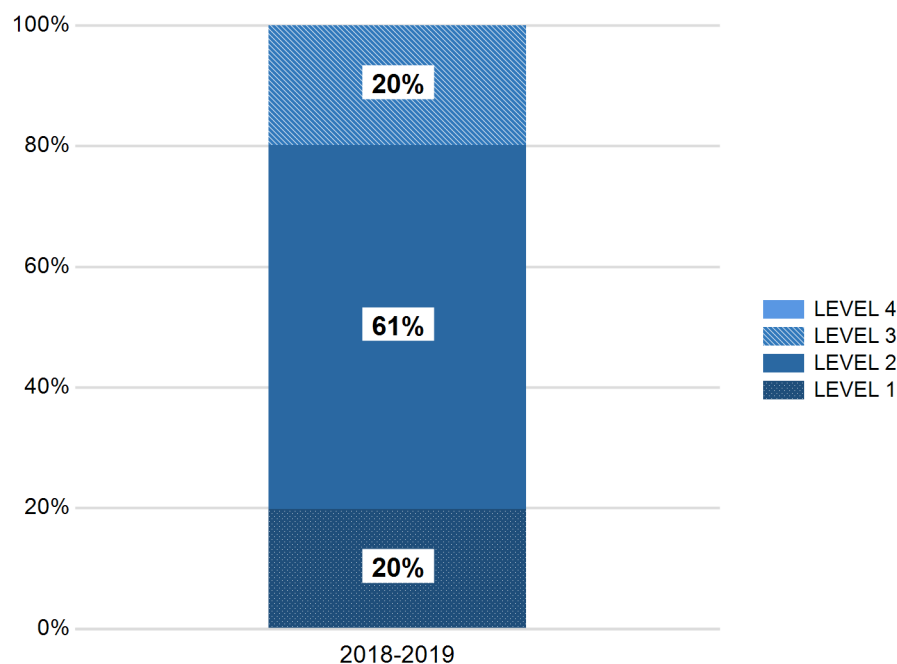
N No Data is available to display

† This indicates a table specific note, see note below table

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	20	61	20	0
White	14	63	23	0
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	21	50	29	0
Male	19	67	15	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	27	36	36	0
Students without Disabilities	17	70	13	0
English Learners	N	N	N	N
Non-English Learners	20	61	20	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



## G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

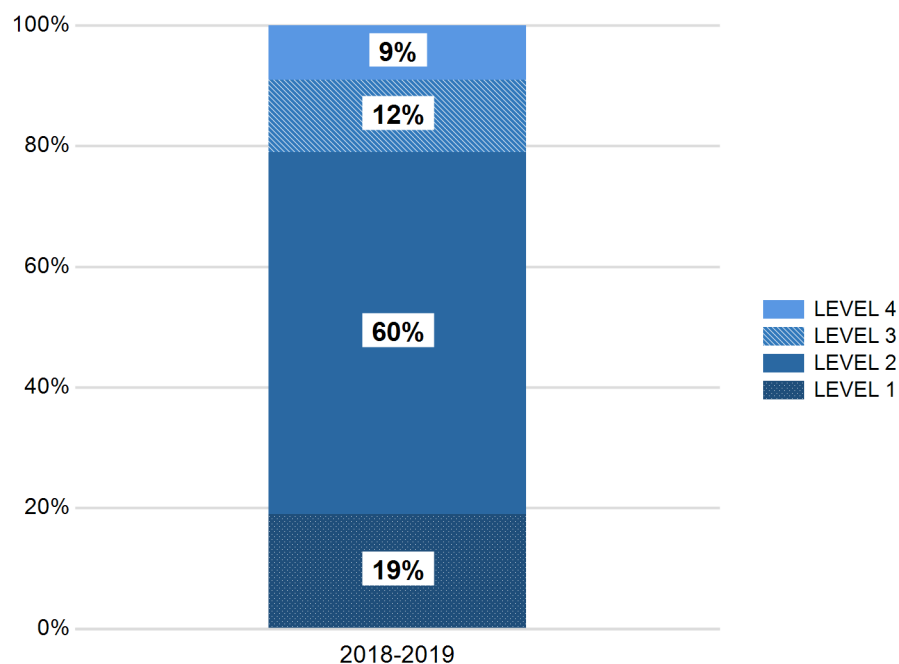
N No Data is available to display

† This indicates a table specific note, see note below table

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	19	60	12	9
White	18	59	12	10
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	10	63	20	7
Male	29	57	4	11
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	50	42	0	8
Students without Disabilities	11	65	15	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N


**G. Harold Antrim Elementary School**

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

**Mathematics - Course Participation**

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	46
7	0	0	46
8	27	0	31
Total	27	0	123

**World Languages - Course Participation**

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	44	0	0	0	0	0	0
7	46	0	0	0	0	0	0
8	58	0	0	0	0	0	0
Total	148	0	0	0	0	0	0



G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

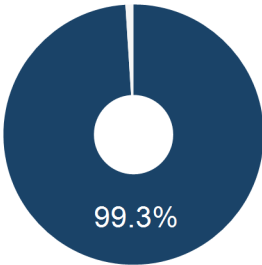
**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

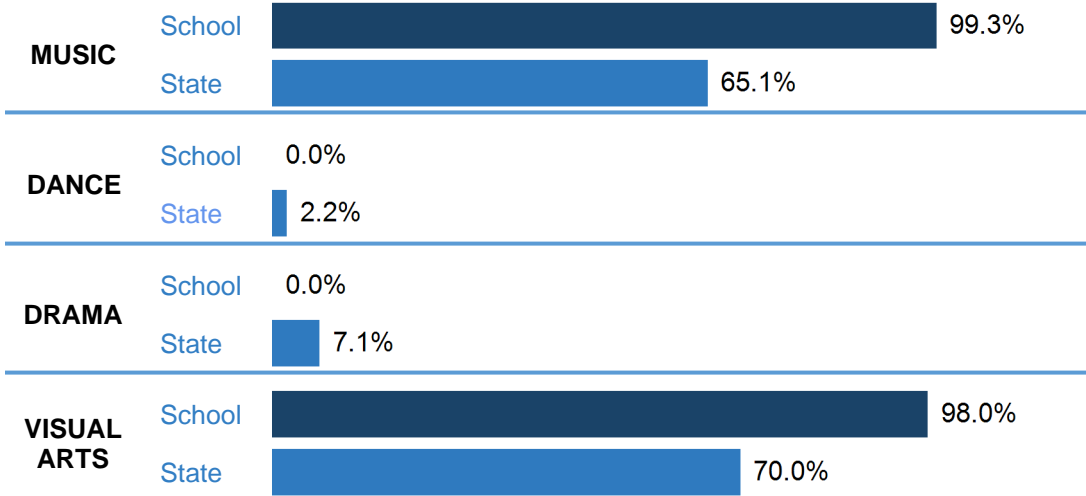


School



State

Students enrolled in one or more classes by discipline:





### G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

#### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

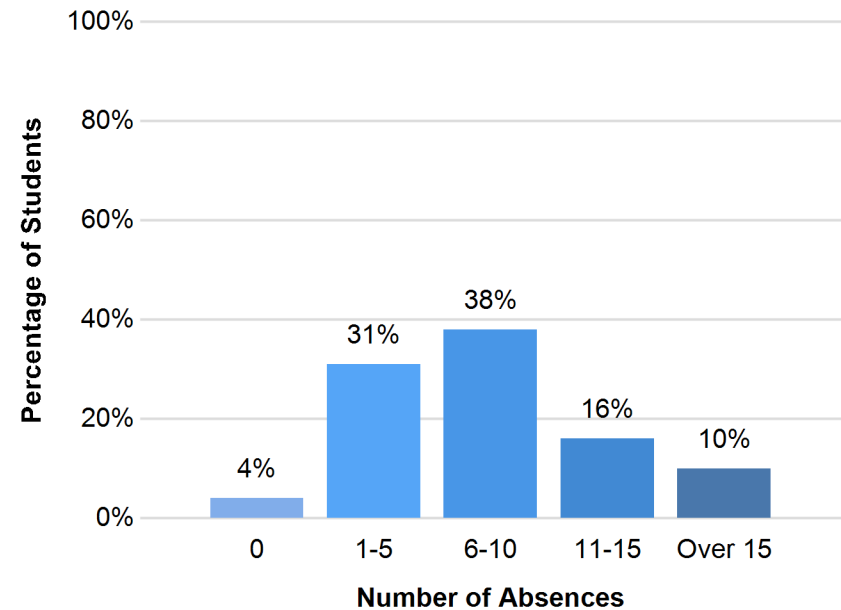
#### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	22	6.0	9.0	Met
White	18	6.3	9.0	Met
Hispanic	4	7.4	9.0	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	3	1.8		
Male	19	9.5		
Economically Disadvantaged Students	5	6.5	9.0	Met
Students with Disabilities	9	9.5	9.0	Not Met
English Learners	1	5.0	9.0	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

#### Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





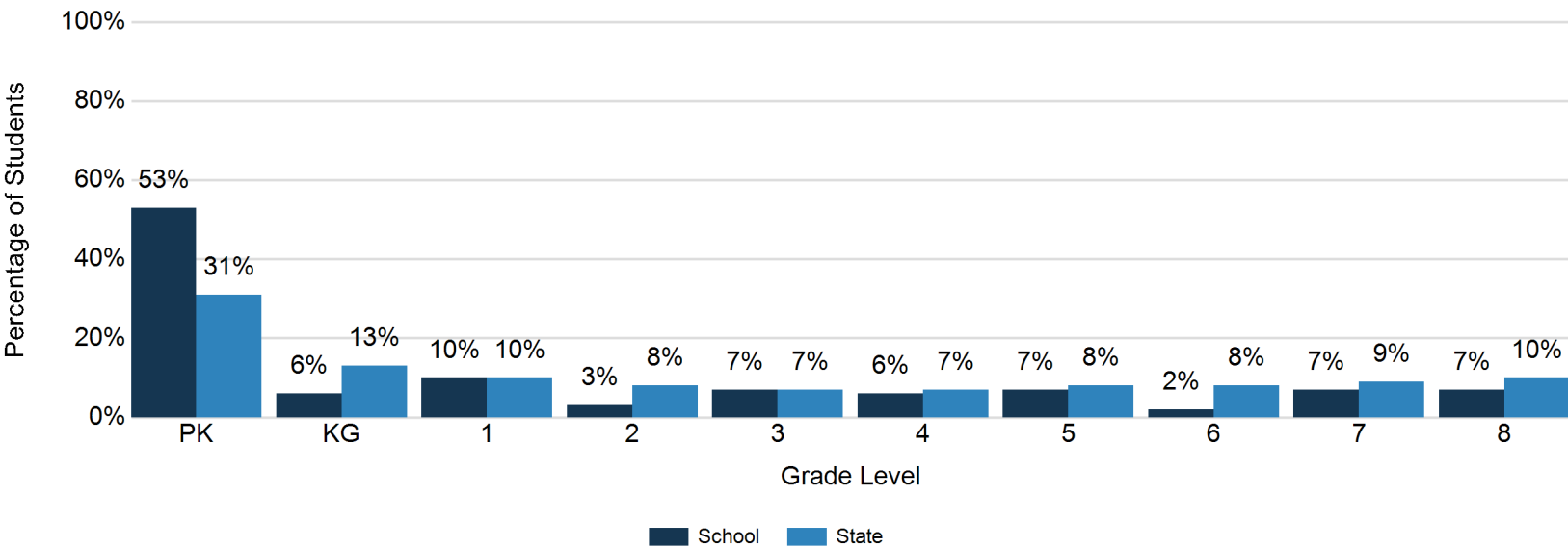
G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.26

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



**G. Harold Antrim Elementary School**

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

**School Day**

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	15.1	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	85.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,530
Average years experience in public schools	22.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	57.1%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	189:1	108:1
Teachers to Administrators	21:1	11:1
Students to Librarians/Media Specialists		754:1
Students to Nurses		377:1
Students to Counselors		251:1
Students to Child Study Team Members		251:1



G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

**Key terms for staff data:**  
**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)  
**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.7%	85.4%	50.0%	48.4%	77.1%	54.9%
Male	55.3%	14.6%	50.0%	51.6%	22.9%	45.1%
White	77.0%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.7%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%



G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.9%



G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-05  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.3%	75.8%	70.3%
Math Proficiency	60.5%	65.7%	59.1%
ELA Growth	58	54	49
Math Growth	57	58	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		46.2%	35.3%
Chronic Absenteeism	8.1%	9.0%	6.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



G. Harold Antrim Elementary School

(29-4220-060)

Grades Offered: PK-08

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.





G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	N	N	**	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






**G. Harold Antrim Elementary School**  
 (29-4220-060)  
 Grades Offered: PK-08  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

### School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Future Ready Schools Silver Tier; Google Apps for Education; 1:1 Apple i pads (Grades K&amp;1) and 1:1 Apple MacBooks (Grades 2-8); Apple Distinguished School</li> <li>• School-wide STEAM program, Reader's &amp; Writer's Workshop, NGSS program, Antrim's Green Garden (student-run small business), Sensory Walk</li> <li>• Staff average of 10.5 years of experience &amp; over 95% rate Highly Effective</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Point Pleasant Beach School Community will strive to prepare all students to meet the challenges of today's world and become productive global citizens through an effective and supportive learning environment. Our students will become lifelong learners empowered with 21st century skills necessary to adapt to our ever-changing world. We will cultivate and promote self-respect, as well as an understanding and acceptance of the individual differences in others.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Future Ready School Silver Award, Middle States accreditation, Apple Distinguished School, Ocean First Foundation Grant Recipient, Academic Competition Team victories</p>






G. Harold Antrim Elementary School  
 (29-4220-060)  
 Grades Offered: PK-08  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <p>Courses, Curriculum, Instruction:</p>	<p>Writer's Workshop, Reader's Workshop, Journeys, Foundations, Big Ideas, in-house NGSS Program, RTI, Gifted and Talented, Advanced Math, Basic Skills, STEAM, Media, ELL program, Band, Chorus, Art, Music, Library, PE, Health, Robotics, Mindfulness, electronic textbooks, 1:1 laptops. Staff use of G-Suite applications and Google Classroom for school operations and to support instructional practices. The school offers a half-day Pre-K program for 3 and 4 year-olds.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Coed), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Coed), Wrestling (Coed)</p> <p>Middle school students compete in a local middle school league in various sports throughout the year. Antrim offers cross-country, soccer, wrestling, basketball, track, softball, and baseball.</p>
 <p>Clubs and Activities:</p>	<p>Antrim offers students a variety of academic and service clubs including environmental science club, art club, Beach Bots, Maker's Club, Student Council, Peer Leaders, National Junior Honor Society, Drama Club, Yearbook Club, and Chorus. PTO also sponsors after-school enrichment programs several times a year. Student participation averages 70%.</p>




G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Before and After School Programs:</div>	The PTO sponsors numerous after school enrichment activities throughout the year, and the school offers an after-care program provided by an outside vendor.
---	--





G. Harold Antrim Elementary School  
 (29-4220-060)  
 Grades Offered: PK-08  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <p>Student Supports and Services:</p>	<p>English Language Learner program, I&amp;RS, 504 Committee, Speech, OT, PT, Basic Skills, Homework Help, Jump Start Kindergarten, Summer Curriculum Recovery, lunch bunch groups (divorced families, loss of a parent, social-emotional, etc.), after school help</p>
 <p>Parent and Community Involvement:</p>	<p>Parents support the school via PTO, Special Education Parent Advisory Group (SEPAG), PPB Public Education Foundation, La Voz, Middle States Planning Committee, and Family Life Committee. Parents monitor student progress via Parent Portal. Antrim uses robo-calls/texts/emails and the website to promote ongoing communication with stakeholders. Some organizations actively supporting the school: Rotary Club, PPB Town Council, PPB Public Library, ELKS, PPB Fire &amp; Police, Chamber of Commerce, First Aid, Coast Guard</p>






G. Harold Antrim Elementary School  
 (29-4220-060)  
 Grades Offered: PK-08  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers During the Middle States accreditation process, a climate survey was administered to all stakeholders. The results became a key component of the final report from MSA and inform short and long-term planning. Annually, surveys are administered to assess schools and areas of need.</p>
 <p>Facilities:</p>	<p>G. Harold Antrim Elementary School is over 60 years old and has recently received a new roof, new lighting, new perimeter fencing, and other site improvements as part of a \$9 million District referendum project. It has recently renovated its computer lab, creating a two-room STEAM Lab that includes hydroponic tower garden systems.</p>
 <p>School Safety:</p>	<p>Antrim shares a school resource officer and enjoys a strong partnership with local police. Two uniformed police officers staff the building at all times. Police officers monitor the drop-off/pick-up areas as well. Antrim has a School Safety Team that meets twice a year to review safety procedures.</p>





G. Harold Antrim Elementary School  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Technology and STEM:</div>	<p>Antrim has a broad range of applications that are integrated into instruction. All students are 1:1 with Apple devices. Students in K&amp;1 have iPads, and students in 2-8 have Macbooks. Students in grades 5-8 take their laptops home. There are 3D printers in the school for STEAM and ART classes. There are also various design and architectural apps and tech programs used in the art classes.</p>
 <div>Early Childhood Education:</div>	<p>Antrim has offered half-day pre-school to residents of the Pt. Pleasant Beach community.</p>




**G. Harold Antrim Elementary School**  
(29-4220-060)  
Grades Offered: PK-08  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

<div><div>Other Information</div></div>	<p>The District recently completed the Middle States accreditation protocol--Achieving Excellence System-Wide. The MSA visiting team noted, "From the moment we arrived we could sense that this is a special place. A relatively small school characterized by vibrant activity. As we leave today we are envious of the level of student, staff, and community participation in the life of this school. And the unanimity in the pride that everyone affiliated with your school community shares." Tuition students are encouraged to submit applications to join the student body.</p>
---	---





**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

Notes from the New Jersey Department of Education:



Point Pleasant Beach High School

(29-4220-050)

Grades Offered: 09-12

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Ocean
District	Point Pleasant Beach School District
Principal Name	Dr. Nate Grosshandler
Address	700 Trenton Avenue Point Pleasant Beach, NJ 08742
Phone Number	732-899-1817
Email Address	<a href="mailto:grosshandlern@ptbeach.com">grosshandlern@ptbeach.com</a>
Website	<a href="http://www.ptbeach.com">http://www.ptbeach.com</a>
Facebook	<a href="https://www.facebook.com/pointbeachhighschool">https://www.facebook.com/pointbeachhighschool</a>
Twitter	<a href="https://twitter.com/pointbeachhs">https://twitter.com/pointbeachhs</a>



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	94	97	101
10	85	100	99
11	99	77	101
12	73	99	76
Total	351	373	377

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.3%	52.0%	50.9%
Male	47.7%	48.0%	49.1%
Economically Disadvantaged Students	8.5%	8.2%	8.4%
Students with Disabilities	13.8%	11.7%	11.4%
English Learners	0.7%	0.4%	0.3%
Homeless Students	0.3%	0.1%	0.0%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	89.8%	90.3%	89.0%
Hispanic	6.3%	6.2%	7.6%
Black or African American	0.6%	0.8%	0.3%
Asian	2.4%	1.9%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	0.6%	0.5%	1.1%

### Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	339	361	370
Shared Time Students	20	21	12
Full Time Equivalent	349	372	376

### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	94.0%
Spanish	4.9%
Other Languages	1.1%



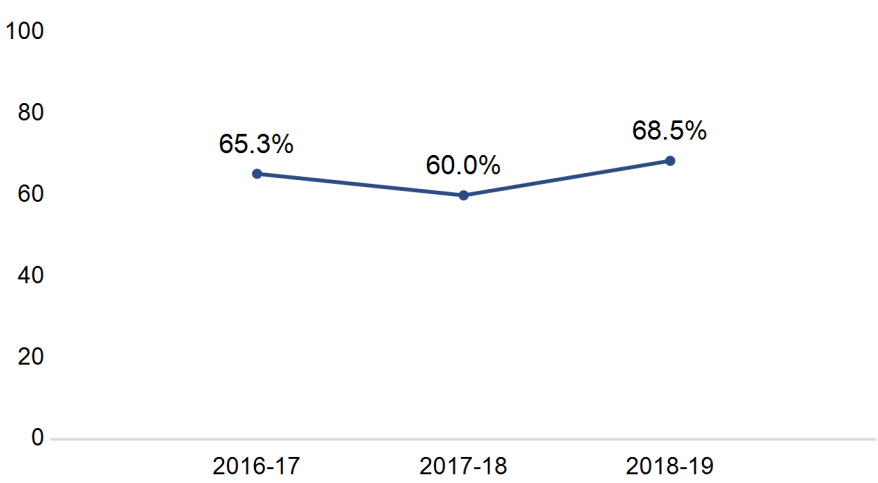
Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note, see note below table

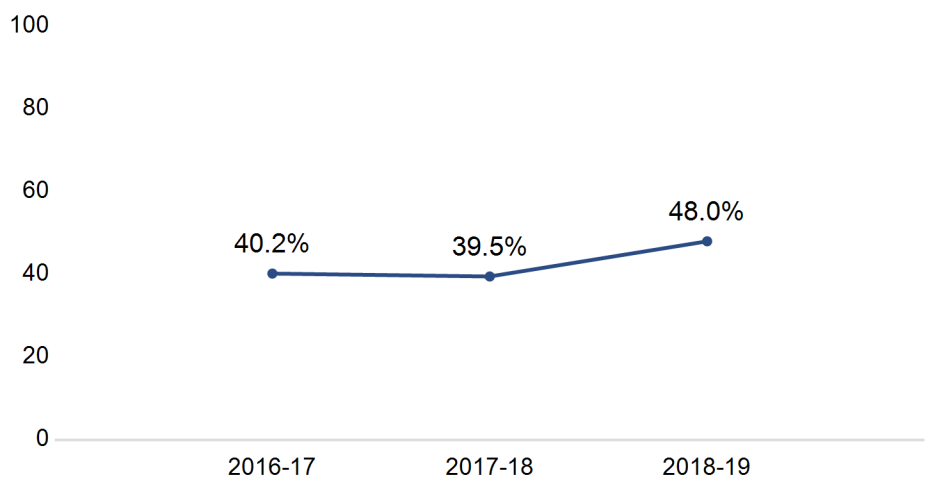
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.8%	99.5%	98.5%	92.5%	98.9%	98.9%
Proficiency Rate for Federal Accountability	65.3%	60.0%	68.5%	40.2%	39.5%	48.0%
Annual Target	69.2%	69.7%	70.3%	48.9%	50.6%	52.2%
Met Annual Target?	Met Target†	Not Met	Met Target†	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note,see note below table

## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	200	98.5	68.5	69.5	57.9	68.5	70.3	Met Target†
White	177	98.3	67.8	70.4	66.9	67.8	70.2	Met Target†
Hispanic	15	100.0	66.7	59.6	43.9	66.7	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	94	96.9	80.9	81.0	64.8	80.9		
Male	106	100.0	57.5	59.8	51.3	57.5		
Economically Disadvantaged Students	16	100.0	62.5	50.0	40.0	62.5	**	**
Non-Economically Disadvantaged Students	184	98.4	69.0	72.9	67.9	69.0		
Students with Disabilities	20	95.2	35.0	40.9	22.7	35.0	32.5	Met Target
Students without Disabilities	180	98.9	72.2	76.8	65.1	72.2		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

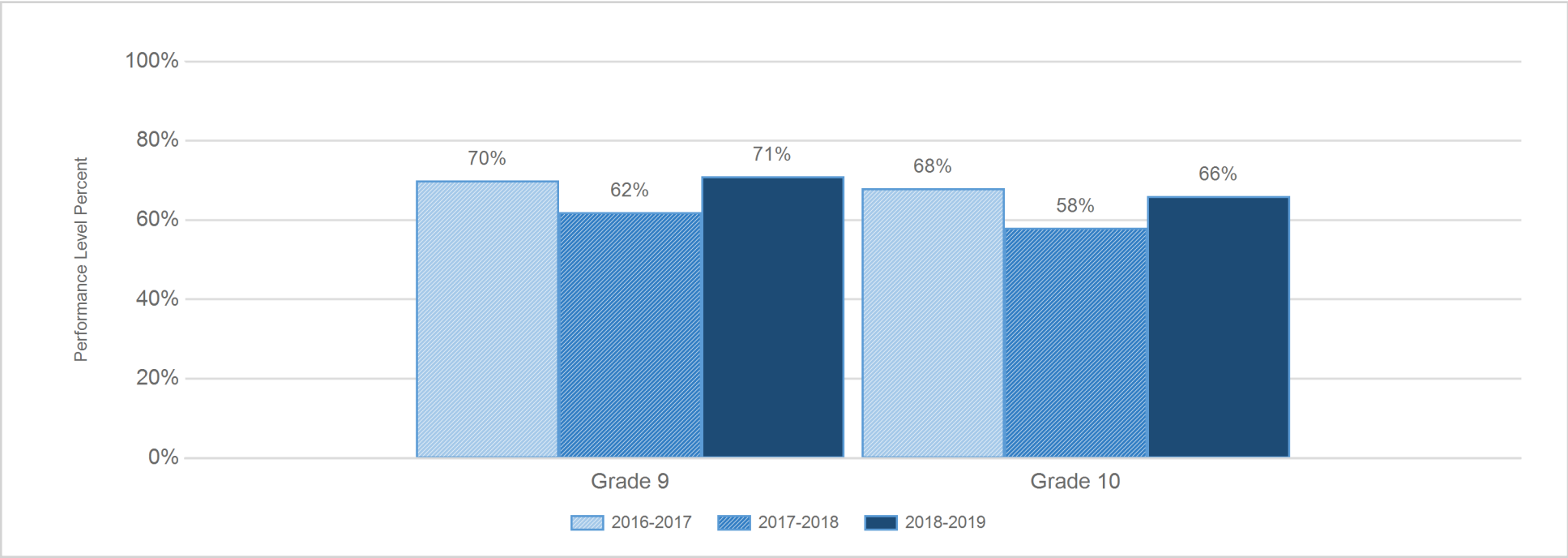


Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	764	764	753	*	*	16%	49%	22%	71%	56%
White	87	763	763	762	*	*	18%	47%	22%	69%	65%
Hispanic	*	*	*	737	*	*	*	*	*	*	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	49	775	775	760	*	*	*	*	*	84%	63%
Male	51	753	753	746	*	*	*	*	*	59%	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	12	722	722	717	*	*	0%	*	*	33%	17%
Students without Disabilities	88	770	770	760	*	*	18%	*	*	76%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	100	764	764	755	*	*	16%	49%	22%	71%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note, see note below table

## English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	761	761	757	*	*	21%	49%	17%	66%	58%
White	90	760	760	767	*	*	19%	51%	16%	67%	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	N	N	N	733	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	45	770	770	766	*	*	*	*	*	78%	66%
Male	55	753	753	749	*	*	*	*	*	56%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	175	98.9	48.0	54.6	44.5	48.0	52.2	Met Target†
White	156	98.7	48.1	56.5	54.1	48.1	51.3	Met Target†
Hispanic	13	100.0	38.5	35.6	28.8	38.5	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	85	97.7	50.6	60.7	44.9	50.6		
Male	90	100.0	45.6	49.4	44.2	45.6		
Economically Disadvantaged Students	14	100.0	50.0	39.4	26.3	50.0	**	**
Non-Economically Disadvantaged Students	161	98.8	47.8	57.3	54.9	47.8		
Students with Disabilities	15	100.0	33.3	36.4	17.4	33.3	**	**
Students without Disabilities	160	98.8	49.4	59.2	50.0	49.4		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

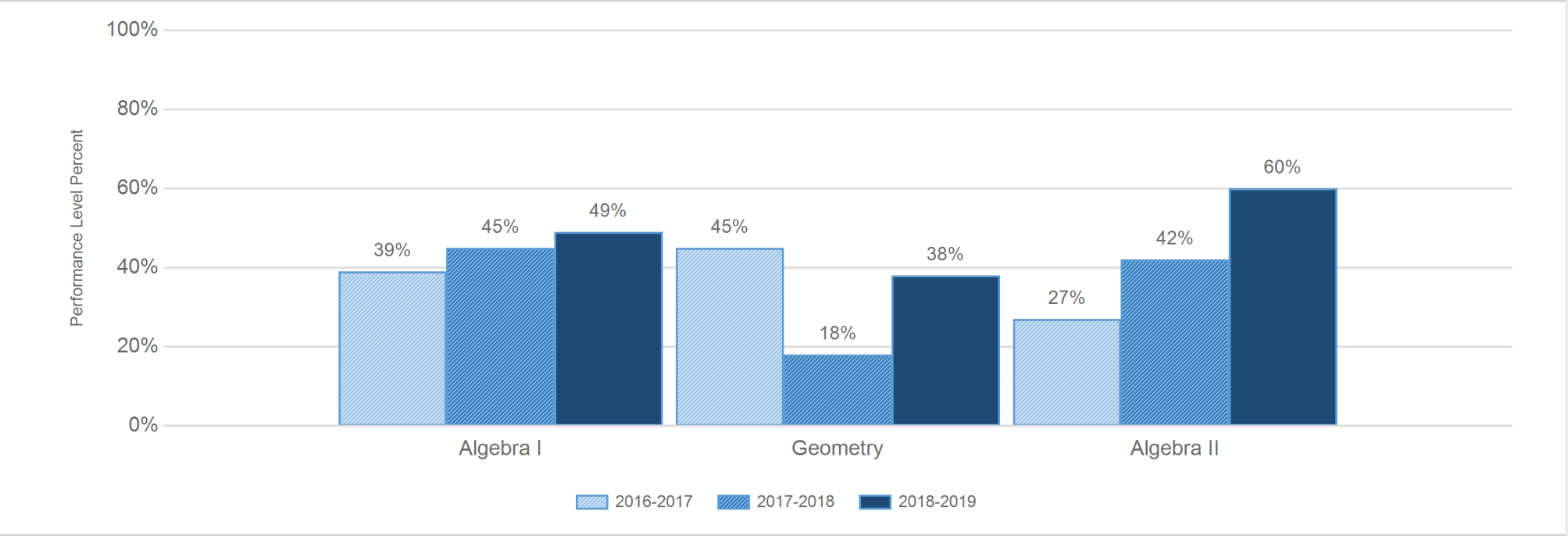


Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	748	762	744	*	*	33%	49%	0%	49%	42%
White	58	747	*	752	*	*	33%	48%	0%	48%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	30	753	769	745	*	*	*	63%	0%	63%	44%
Male	37	744	756	743	*	*	*	38%	0%	38%	41%
Economically Disadvantaged Students	*	*	744	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	765	752	*	*	*	*	*	*	52%
Students with Disabilities	10	721	*	717	*	*	*	*	*	10%	12%
Students without Disabilities	57	753	*	748	*	*	*	*	*	56%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	65	742	742	737	*	*	45%	38%	0%	38%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	36	742	742	738	*	*	44%	36%	0%	36%	36%
Male	29	742	742	736	*	*	45%	41%	0%	41%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	65	742	742	738	*	*	45%	38%	0%	38%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	43	756	756	755	0%	*	*	60%	0%	60%	58%
White	36	758	758	758	0%	*	*	64%	0%	64%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	19	757	757	752	0%	*	*	58%	0%	58%	55%
Male	24	755	755	758	0%	*	*	63%	0%	63%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	43	756	756	755	0%	*	*	60%	0%	60%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

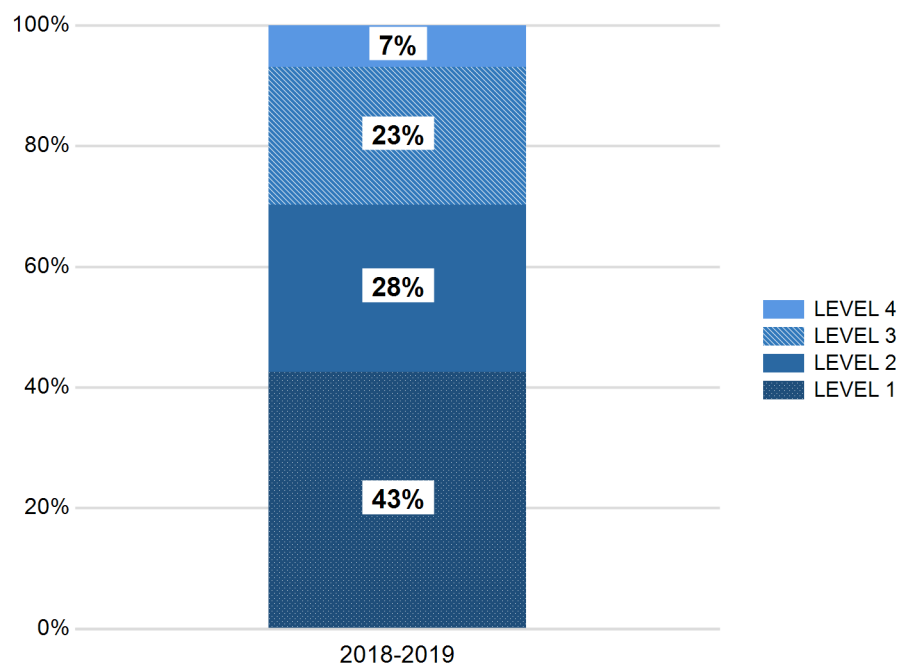
**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	43	28	23	7
White	41	28	23	8
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	36	27	31	5
Male	50	28	13	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	74	21	5	0
Students without Disabilities	35	29	27	9
English Learners	N	N	N	N
Non-English Learners	43	28	23	7
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	86.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	43.4%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	510	476	Grade 10: 430 Grade 11: 460	80%	61%
PSAT 10/NMSQT - Math	504	477	Grade 10: 480 Grade 11: 510	59%	43%
SAT - Reading and Writing	575	539	480	92%	70%
SAT - Math	575	541	530	76%	53%
ACT - Reading	25	25	22	79%	66%
ACT - English	24	24	18	91%	81%
ACT - Math	24	24	22	73%	65%
ACT - Science	24	24	23	64%	57%





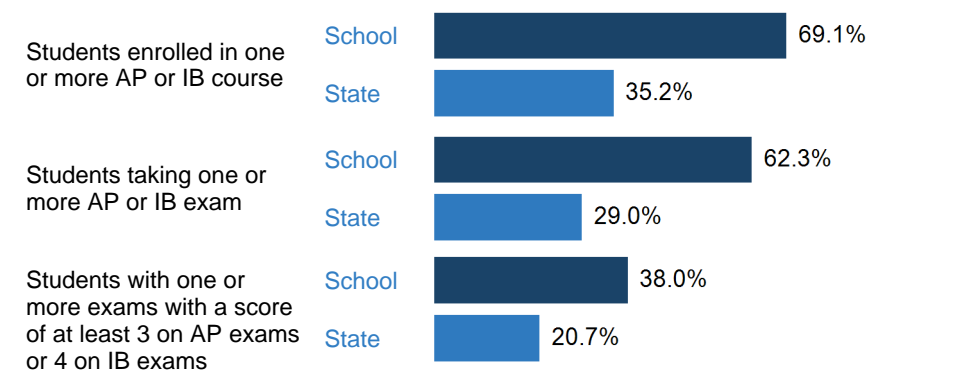
Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	23	22
AP Calculus AB	27	23
AP Calculus BC	5	4
AP Chemistry	11	10
AP Computer Science A	13	9
AP Computer Science Principles	18	15
AP English Language and Composition	50	49
AP English Literature and Composition	35	20
AP Human Geography	28	18
AP Italian Language and Culture	0	5
AP Macroeconomics	1	2
AP Microeconomics	1	1
AP Physics 1	10	8
AP Physics 2	10	0
AP Physics C: Mechanics	10	8
AP Psychology	6	5



Point Pleasant Beach High School

(29-4220-050)

Grades Offered: 09-12

2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note,see note below table

AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	5	5
AP Statistics	17	14
AP U.S. Government and Politics	11	11
AP U.S. History	42	42
AP World History	57	56
Total Exams taken		327
Exams with scores of at least 3 on AP exams or 4 on IB exams		150



Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

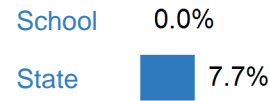
**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants  
(completed only one course in an approved CTE program)



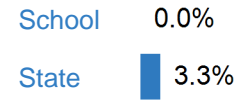
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Education and Training	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	11	*	*



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	54	19	13	0	0	0	14
10	11	48	29	10	0	0	2
11	1	13	32	42	6	6	13
12	0	4	8	19	26	11	22
Total	66	84	82	71	32	17	51
Enrolled in AP/IB Course					32	17	0
Enrolled in Dual Enrollment Course	0	0	0	0	32	17	6

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	46	0	54	0	0
10	46	51	0	1	4	1
11	49	11	0	1	32	16
12	12	6	0	1	17	33
Total	107	114	0	57	53	50
Enrolled in AP/IB Course	23	11		0	20	0
Enrolled in Dual Enrollment Course	23	11	0	0	0	38



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	98	0	0	0	0	1
10	1	98	0	0	0	2
11	0	98	1	5	1	20
12	1	3	0	1	12	57
Total	100	199	1	6	13	80
Enrolled in AP/IB Course	57	42	1	6		38
Enrolled in Dual Enrollment Course	57	42	0	0	13	80

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	49	0	39	0	0	4	0
10	56	0	37	0	0	3	0
11	34	0	24	0	0	10	0
12	6	0	11	0	0	1	0
Total	145	0	111	0	0	18	0
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	23	0	111	0	0	4	0
Enrolled in Level 3 or Higher	46	0	22	0	0	11	0



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	1	0	0	0
10	4	0	4	0	0	0
11	2	0	6	0	0	0
12	7	0	7	0	0	0
Total	13	0	18	0	0	0
Enrolled in AP/IB Course	13		18			0
Enrolled in Dual Enrollment Course	13	0	0	0	0	0





Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Italian	*
Spanish	*
Total	13



Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

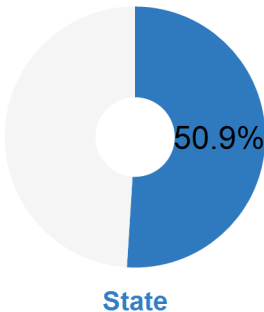
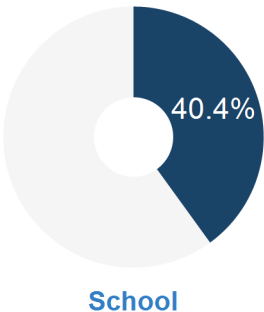
**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

**Grades 9-12:**

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:

MUSIC	School	13.6%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	2.1%
	State	3.9%
VISUAL ARTS	School	27.9%
	State	32.9%



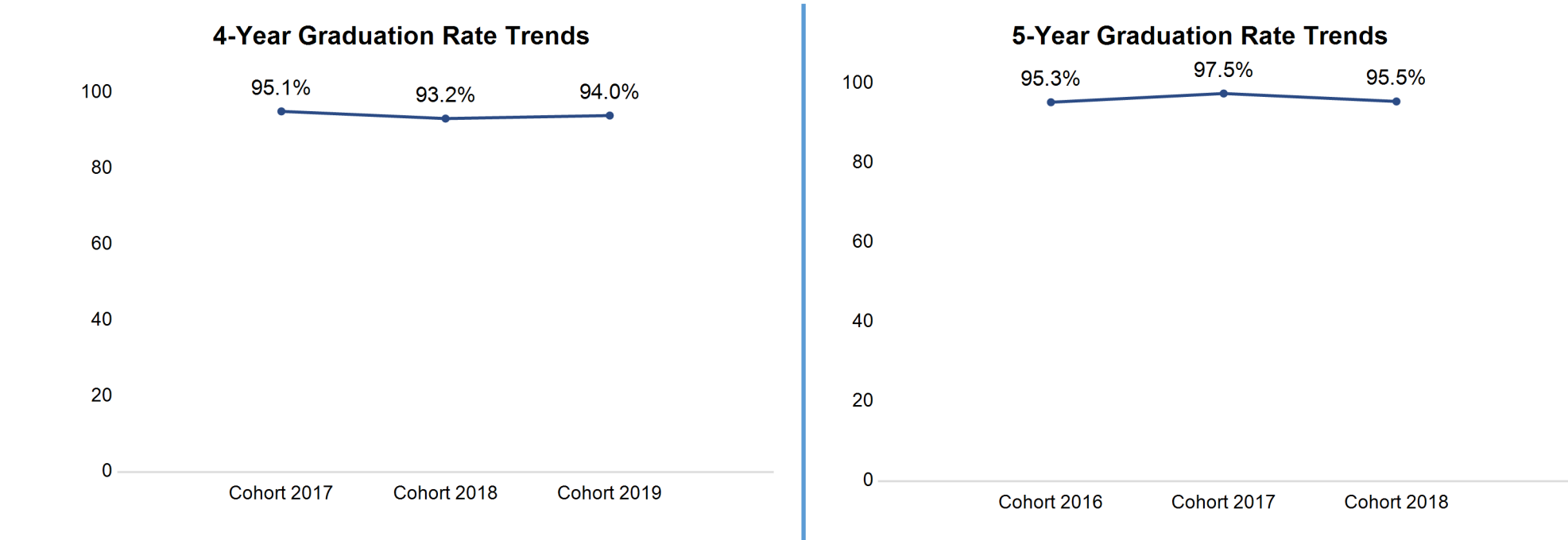
Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.1%	93.2%	94.0%	95.3%	97.5%	95.5%
Annual Target	N	95.0%		N	N	
Met Annual Target?	Met Goal	Not Met		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

## Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.0%	90.6%	95.5%	92.5%	93.2%	95.0%	Not Met	97.5%	N	Met Goal
White	94.7%	94.9%	96.6%	95.9%	94.2%	95.0%	Not Met	98.6%	N	Met Goal
Hispanic	*	84.5%	*	87.3%	*	**	**	*	**	**
Black or African American	N	83.3%	*	87.1%	*	**	**	N	N	N
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	*	**	**
Female	93.8%	92.8%	95.6%	94.4%	92.8%			94.6%		
Male	94.3%	88.5%	95.3%	90.8%	93.8%			100.0%		
Economically Disadvantaged Students	92.3%	84.0%	*	87.3%	*	**	**	86.7%	**	**
Students with Disabilities	*	79.2%	92.3%	83.8%	84.6%	**	**	*	**	**
English Learners	N	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note,see note below table

**Graduation Pathways**

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	82.1%	76.9%
Substitute Competency Test	11.5%	14.1%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	6.4%	9.0%
Unknown	0.0%	0.0%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.5%	1.2%
2017-2018	0.9%	1.2%
2016-2017	0.1%	1.1%



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

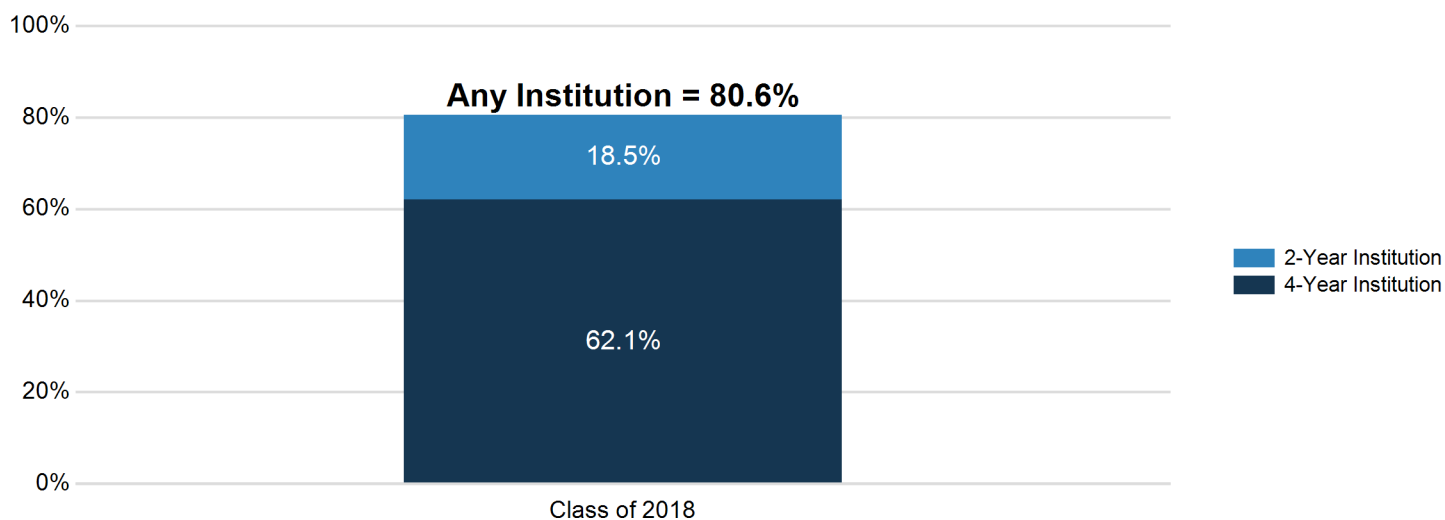
- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	18.5%
% Enrolled in 4-Year Institution	62.1%
% Enrolled in Any Postsecondary Institution	80.6%



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	71.3%	22.8%	77.2%
White	69.9%	19.6%	80.4%
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	50%	66.7%	33.3%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	80.6%	23%	77%	66%	34%	45%	55%
White	83.3%	23.2%	76.8%	66.3%	33.7%	45.3%	54.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	72.7%	62.5%	37.5%	87.5%	12.5%	75%	25%
English Learners	*	*	*	*	*	*	*



Point Pleasant Beach High School

(29-4220-050)

Grades Offered: 09-12

2018-2019

Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note,see note below table

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

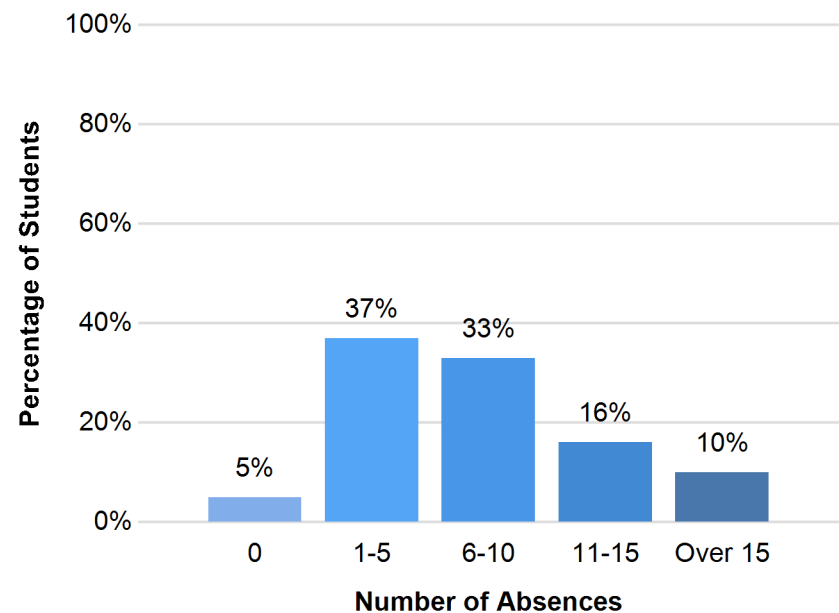
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	6.7	14.2	Met
White	24	7.0	14.2	Met
Hispanic	2	6.5	14.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	15	7.6		
Male	11	5.8		
Economically Disadvantaged Students	4	11.8	14.2	Met
Students with Disabilities	5	9.3	14.2	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.







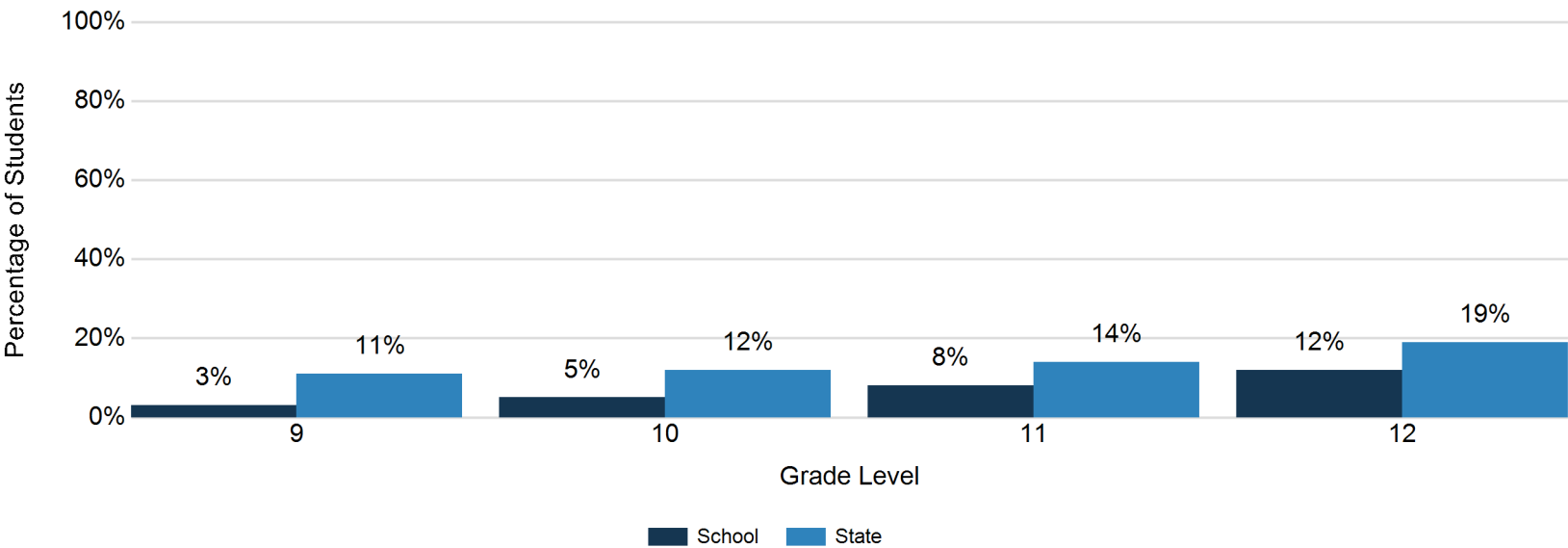
**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.53

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
15



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Teachers – Experience**

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	67.5%	75.3%

**Administrators – Experience (District Level)**

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,530
Average years experience in public schools	22.0	16.0
Average years experience in district	10.9	12.0
Percentage of Administrators with 4 or more years experience in the district	57.1%	76.9%

**Student and Staff Ratios**

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	125:1	108:1
Teachers to Administrators	14:1	11:1
Students to Librarians/Media Specialists		754:1
Students to Nurses		377:1
Students to Counselors		251:1
Students to Child Study Team Members		251:1



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

**Key terms for staff data:**  
**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)  
**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.9%	73.2%	0.0%	48.4%	77.1%	54.9%
Male	49.1%	26.8%	100.0%	51.6%	22.9%	45.1%
White	89.0%	90.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.6%	7.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Point Pleasant Beach High School  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

**Key terms for staff data:**  
**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)  
**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

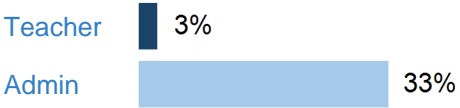
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.0%



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.





**Point Pleasant Beach High School**  
(29-4220-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.3%	60.0%	68.5%
Math Proficiency	40.2%	39.5%	48.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.1%	93.2%	94.0%
5-Year Graduation Rate†	95.3%	97.5%	95.5%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.5%	14.5%	6.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Not Met	Met Goal	**	Met	No
White	Met Target†	Met Target†	Not Met	Met Goal	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	Met Target	**	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note,see note below table

## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Access to over 18 AP courses and up to 64 college credits through our Gull Flight School partnership with OCC</li> <li>• All students utilize 1:1 personal Macbooks and Google's G-Suite to enhance the classroom experience.</li> <li>• Extra curricular opportunities include varsity sports teams and a wide range of club activities for all students</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Point Pleasant Beach School Community strives to prepare all students to meet the challenges of today's world and become productive global citizens through an effective and supportive environment. Our students will become life-long learners empowered 21st century skills necessary to adapt to our ever-changing world. We will cultivate and promote self-respect, as well as an understanding and acceptance of the individual difference in others.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Point Pleasant Beach High School has a long history of academic success. US News &amp; World Report has ranked the school as the top high school in Ocean County and awarded it a Silver Medal. In 2018, NJ Monthly Magazine ranked the school within the Top 100 High Schools in NJ. Point Pleasant Beach High School has been recognized as a NJ Future Ready School. The school has been cited as producing the best annual SAT scores in Ocean County among public schools. Graduates are highly competitive during the college application process. Recent graduates have secured early decision selections from Princeton University, Johns Hopkins University, Barnard College, and Villanova University.</p>






**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students at Point Pleasant Beach High School have access to over 18 AP Courses and more than 64 credits in dual enrollment courses through OCC. Each student receives a Macbook. Our teachers utilize Google Classroom and the G-Suite of applications to create a near paperless educational experience. Gifted and Talented programming is available in almost all subject areas. Competitive Math, Science, and Robotics teams complement the comprehensive educational experience.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Football (Boys), Gymnastics (Coed), Ice Hockey (Coed), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Coed), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Volleyball (Girls), Wrestling (Coed)</p> <p>All of our interscholastic athletic teams participate in the B- Central Division of the Shore Conference and Central Jersey Group 1 of the NJSIAA. The Wrestling, Boys Basketball, and Softball Teams have recently won Central Jersey Group 1 Championships.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The school offers numerous extra-curricular opportunities, ranging from leadership groups to academic competition teams. Students can also participate in one or more academic honor societies, including the National Honor Society. Volunteer experiences are typically found within many of our clubs.</p>



Point Pleasant Beach High School

(29-4220-050)

Grades Offered: 09-12

2018-2019

Report Key:

\* Data is not displayed in order to protect student privacy


\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

<div>  <div>Postsecondary Information:</div> </div>	<div>All staff at Point Pleasant Beach High School are dedicated to supporting our students' postsecondary plans. Two school counselors assist our families in facilitating the college application process. 82% of the Class of 2018 are enrolled in 4 year institutions of higher learning and 14% are enrolled in 2-year colleges. Alumni are currently enrolled in schools such as Princeton, Yale, Johns Hopkins, and Barnard.</div>
---	---





**Point Pleasant Beach High School**  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
 † This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Student Supports and Services:</div>	<p>                             A complete Child Study Team supports and designs special education programs for all of our students. Members of our Child Study Team provide these services to our sending districts, as well. Students from these districts have no interruption in their program. ESL services are provided for qualifying students. Two school counselors and a school nurse further ensure the needs of all students are met. A partnership with OCC supports students struggling to meet testing requirements.                         </p>
 <div>Parent and Community Involvement:</div>	<p>                             Point Pleasant Beach High School enjoys a strong partnership with our parents through a very active PTO. The district SEPAG meets regularly. Other parent groups include the Music Parents Association and Athletic Boosters. A variety of evening programs are available to the community and typically focus on the comprehensive high school experience. A number of community partnerships exist. The PPB Public Education Foundation supports District and classroom initiatives.                         </p>



Point Pleasant Beach High School

(29-4220-050)

Grades Offered: 09-12

2018-2019

Report Key:

\* Data is not displayed in order to protect student privacy



\*\* Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers An annual climate survey informs planning and programming throughout the school. Responses from the survey are also considered for HIB self-assessment and factor into our published score. The majority of students(79%), faculty(85%) and parents (70%) responded positively to the prompt: "Feel safe to come to school free of harassment, intimidation and bullying." Additionally, a comprehensive survey was administered to all stakeholders as part of the Middle States accreditation process.</div>
<div>  <div>Facilities:</div> </div>	<div>Point Pleasant Beach H.S. was built in 1908 and has undergone numerous renovations, including a \$9 million referendum project in 2016 that included a new roof, HVAC updates, site improvements, and a renovated gymnasium. The school has recently constructed an Engineering and Innovation Laboratory, which incorporates robotics, makerspace, and distance learning areas. All of the classrooms have air conditioning. We have devoted resources to accommodate the technology needs of a 1:1 school.</div>






Point Pleasant Beach High School  
 (29-4220-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
 N No Data is available to display  
 † This indicates a table specific note,see note below table

### School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Other Information</div>	<p>Pt. Pleasant Beach H.S. is a public school serving students from Pt. Pleasant Beach, Bay Head and Lavallette. The school also accepts tuition students through an application and interview process. Prospective tuition students are encouraged to apply. The typical school day for students is 6.5 hours. Each student usually takes 7 courses per day and a lunch period. Students are given the opportunity to leave the building through our open lunch program. Teachers are available to provide after school help regularly. The District recently completed the Middle States protocol--Achieving Excellence System-Wide. The MSA visiting team noted, "From the moment we arrived we could sense that this is a special place. A relatively small school characterized by vibrant activity. As we leave today we are envious of the level of student, staff, and community participation in the life of this school and the unanimity in the pride that everyone affiliated with your school community shares."</p>
---	---